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ABSTRACT

A report is given of a 1-week intensive inservice conference for 97 Wisconsin vocational, technical, and adult education instructors, conducted to develop competencies stressing innovative individualized curriculum and instructional delivery. The program of educational experiences developed presentations on topics that stressed individualized vocational education: (1) developing instructional packets; (2) mediating individualized instruction; (3) open-entry/open-exit programs; (4) guidance and counseling; (5) occupational updating; (6) learning assessment centers; (7) competency-based instruction; (8) mastery learning; and (9) avoiding sex-role stereotyping. An overview of the project includes a description of the processes of establishing the learning activities, preparing the project proposal, and funding the project. In discussing the outcomes of the seminar, a description is given of the participants and the results of "opinionnaires" answered by the participants, an examination of needs and interests of vocational, technical, and adult education instructors, and a summary of post-seminar impacts. Recommendations are made for future seminars of the same type. (JD)

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Professional Growth Week-1980 for
Vocational, Technical and Adult
Education Instructors

A Project Developed Cooperatively by the Wisconsin
Board for Vocational, Technical and Adult Education; Local Wisconsin
Vocational, Technical and Adult Education Districts
and the
Industrial Teacher Education Department
at the
University of Wisconsin - Stout

June, 1980

Professional Growth Week-1980
WBVTAE, Local VTAE Districts and UW-Stout
Duane Johnson - Project Director

Final Report

Project Number 30-101-150-310

Professional Growth Week-1980 for VTAE Teachers

Funded by

Wisconsin Board of Vocational, Technical and Adult Education
Robert Sorensen, Director

Duane A. Johnson, Project Director

Wisconsin Board of Vocational, Technical and Adult Education

Local Vocational, Technical and Adult Education Districts
and the
Industrial Teacher Education Department
at the
University of Wisconsin - Stout

Menomonie, Wisconsin 54751

June 30, 1980

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TABLE OF CONTENTS

	Page
List of Tables	i
Acknowledgements	ii
Abstract	iii
Chapter I: Introduction	
Purpose	3
Objectives	3
Rationale	5
Chapter II: Program and Procedures	
Establishing the Learning Activities and Preparing the Proposal for Funding	9
Selecting the Staff	10
Contacts with the Districts	13
Project Evaluation	13
Participant's Response Sheet	13
Pre-test and Post-test	14
Participant's Opinionnaire for Professional Growth Week	14
Presenter's Opinionnaire for Professional Growth Week	15
VTAE Instructors' Needs and Interests	16
Chapter III: Outcomes of the Professional Growth Week Seminar	17
Description of the Participants	17
Results of the Participants' Opinionnaires	23
Results of the Presenters' Opinionnaires	25
VTAE Instructors' Needs and Interests	27
Results of Pre- and Post-Test	29
Post Seminar Impacts	30
Summary of Outcomes	30
Chapter IV: Recommendations	34
Appendices (Bound Separately)	

LIST OF TABLES

		Page
III-1	Teaching Assignments of the Participants Who Attended Professional Growth Week-1980	19
III-2	A Comparison of Teaching Assignments Between Wisconsin VTAE Teachers for Professional Growth Week, I, II, III, IV, V, VI, 1979 and 1980	20
III-3	A Comparison of Educational Preparation Between Professional Growth Week II, III, IV, V, VI, 1979 and 1980 Participants.	22
III-4	Results of Participants' Opinionnaires (1980). . . .	24
III-5	Results of Presenters' Opinionnaires (1980).	26
III-6	VTAE Instructors' Needs and Interests Survey (1980).	28

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Dr. Harold Halfin, Dr. Orville Nelson, Dr. Richard Peter, and Dr. Richard Gebhart are recognized for their total efforts in providing advice, direction, and administration to Professional Growth Week-1980. The encouragement and assistance provided by the administration at the University of Wisconsin-Stout were important factors in conducting the program.

All presenters are to be commended for taking time from their work and vacations to prepare and present their presentations.

All participating VTAE teachers are to be commended for their attendance and active participation in Professional Growth Week-1980.

Abstract

Professional Growth Week-1980 (June 2-6, 1980). Dr. Duane A. Johnson, Project Director. A one-week intensive in-service conference for 97 Wisconsin vocational, technical and adult education instructors to develop competencies stressing innovative individualized curriculum and instructional delivery. The conference was sponsored by the Wisconsin State Board for Vocational, Technical and Adult Education in cooperation with local Vocational, Technical and Adult Education Districts, and the Department of Industrial Teacher Education at UW-Stout.

Ninety-seven vocational educators from Wisconsin's Vocational, Technical and Adult Education districts, vocational circuit instructors, and health and social services instructors were represented through participation. Results indicated that significant learning occurred and the participants were pleased with the learning experiences. It was recommended that this type of in-service education be continued for the purpose of serving the in-service needs of Wisconsin vocational, technical and adult education instructors.

CHAPTER I

INTRODUCTION

Recommendation from previous Professional Growth Weeks indicated that a similar seminar be conducted each year for vocational, technical and adult education teaching staff. In 1980 it was recommended that one program be presented and that each participant be allowed to select from alternatives within the program by vocational program areas. A project proposal was developed by the Department of Industrial Teacher Education (ITE) at the University of Wisconsin-Stout in conjunction with the Wisconsin Board of Vocational, Technical and Adult Education (WBVTAE) committing each party to active support related to conducting Professional Growth Week-1980. Professional Growth Week-1980, was one week of intensive learning activities related to performance based education which was especially developed and sequenced to meet the current needs of teachers in Wisconsin's vocational, technical and adult education districts.

The program of educational experiences developed and presented stressed individualized vocational education including: (1) developing instructional packets; (2) mediating individualized instruction; (3) open-entry/open-exit; (4) guidance and counseling; (5) occupational updating; (6) learning assessment centers; (7) competency based instruction; (8) mastery learning and (9) avoiding sex-role stereotyping.

To evaluate Professional Growth Week-1980 and to enable the staff to improve future in-service seminars, four instruments were developed and utilized: (a) Participant's Application Response, (b) Pre-test, Post-test, (c) Participant's Opinionnaire for Professional Growth Week, and (d) Presenter's Opinionnaire for Professional Growth Week. (Sample instruments shown in Appendix B.)

Both the formal evaluations and informal conversations provided strong evidence that (a) significant learning occurred; (b) the participants were well pleased with the learning experiences; (c) the formal and informal interactions between the participants, the presenters, and the seminar leaders resulted in an increased understanding of the goals and purposes of vocational, technical and adult education in Wisconsin; and (d) a Professional Growth Week should be held annually.

The responses to a learning activities opinionnaire completed by each Professional Growth Week-1980 participant indicated a desire to have similar in-service seminars held on the UW-Stout campus.

Purpose

The purpose of this project was to develop a one-week seminar which would provide an in-service program for approximately 150 vocational teachers from the Wisconsin Vocational, Technical and Adult Education System, and to provide instruction which could develop and improve competencies of vocational, technical and adult education (VTAE) teachers in innovative curriculum and instructional delivery for vocational education. All participants would participate in the same program with a choice of selected learning experiences and application of learning-teaching experiences provided within the program. To keep with the individualization intent of the seminar activities, participants were allowed to select some learning activities they determined to be of most value to them. The Center for Vocational, Technical and Adult Education and Industrial Teacher Education Department cooperated in the coordination of activities based on the participants' needs for the purpose of expanding learning opportunities and enriching the regular program. Selected evening programs were provided to serve the needs and interests of all the WBVTAE sponsored seminars on the UW-Stout campus during the June 2-6, 1980 week.

Objectives

To adequately meet the needs of the Wisconsin VTAE teachers, a variety of learning activities were provided related to innovative curriculum and instructional delivery for education for the purpose of meeting the stated objectives for the project.

The objectives which were established for the conference are on the following page.

Conference Objectives

INNOVATIVE CURRICULUM AND INSTRUCTIONAL DELIVERY FOR VOCATIONAL EDUCATION

As a result of this workshop, the participants should be able to:

1. List current concepts and practices for mediating individualized vocational education.
2. Determine methods, materials, equipment, types of information and procedures necessary to complete a mediated instructional package for individual students enrolled within a course.
3. Use media retrieval and media production techniques to develop and improve individualized education methodology.
4. Describe instructional strategies which can be used to implement mediated individualized instruction.
5. Describe strategies which can be used to evaluate mediated individualized instruction.
6. Develop a system for managing assessment records and the mediated materials utilized for individualized vocational instruction.
7. Respond to identified students with special learning needs and individualize education programs to meet special learning needs.
8. Recognize sex stereotyping and sex bias situations and recommend corrective affirmative action.

The assumption was that the majority of the participants had not attended more than one previous Professional Growth Week, so the number of alternate sessions and topics were limited to avoid distracting participants from topics which were continuation sessions within the conference program.

Rationale

In recent years there has been an increasing need for innovative curriculum and instructional delivery to meet the needs of vocational education. Individualized vocational education requires innovative teaching techniques, strategies, and a variety of instructional modes.

In recent years many VTAE schools have made a concerted thrust in implementing mediated individualized education for their vocational programs. New instructional modes provide greater flexibility in accepting students at their level of proficiency, with specific performances at various times, and allow them to progress at their most effective pace through their program or exit from the program. Developmental work in this area has revealed the need to include alternative learning experiences.

Individualized vocational education placed a greater emphasis on instructional delivery methods and evaluation procedures utilized by the instructor. Mastery evaluation tests must measure attainment of achievement and enabling levels of performance with more reliability and validity than under norm based systems to provide effective articulation of performances within the program.

In an individualized education system each student in the class will be working toward performances they require and may be on an advanced placement or standing within the vocational program or course. There is a trend toward more use of mediated presentations which involve appropriate emphasis on sound, tactile, and visual stimuli. These trends toward individualization of instruction for vocational education require teachers who can design and prepare individualized and personalized instructional media materials and utilize data from students' performance records to develop individualized courses.

June 4-8, 1973, Center for Vocational, Technical and Adult Education conducted the first Professional Growth Week (PGW-1973) for VTAE teachers. Seventy-eight teachers attended the seminar and their evaluation of the seminar programs was very positive. More than thirty elected to continue some part of their Professional Growth Week activities through independent study. A number attended (23) Professional Growth Week II (1974) in order to acquire the skills and information presented in the other segment of the seminar.

June 3-7, 1974, the Center for Vocational, Technical and Adult Education conducted the second Professional Growth Week (PGW-II) for VTAE teachers. One hundred forty-eight teachers attended the seminar and their evaluation of the seminar program was very positive. More than forty elected to continue some part of their Professional Growth Week II activities through independent study. A number of previous (1973 and 1974) Professional Growth Week participants from Program 1 and Program 2 attended Professional Growth Week III (1975) in order to acquire the skills and information presented in the other segment of the seminar.

June 2-6, 1975, the Center for Vocational, Technical and Adult Education conducted a third Professional Growth Week (PGW-III) for VTAE teachers. One hundred sixty-five teachers attended the seminar and evaluations were positive. Eighty-five (52 percent) teachers enrolled in individualized instruction. Ninety participants elected to continue some part of their Professional Growth Week III activities through independent study upon returning to their local districts.

June 7-11, 1976, the Center for Vocational, Technical and Adult Education conducted the fourth Professional Growth Week at Milwaukee, Wisconsin, in conjunction with the coordinated efforts of the Milwaukee Area Technical

College. One hundred fifty-three vocational teachers attended this seminar. Seventy-eight (51 percent) teachers enrolled in instructional improvement and seventy-five (49 percent) enrolled in individualized instruction. More than sixty-five participants elected to continue some part of their Professional Growth Week IV activities through independent study as an outgrowth of the seminar.

June 6-10, 1977, the Center for Vocational, Technical and Adult Education and the Department of Industrial Teacher Education, UW-Stout conducted the fifth Professional Growth Week at UW-Stout. One hundred thirty-three vocational teachers attended the seminar. Sixty-seven (50 percent) enrolled in the curriculum articulation program and sixty-six (50 percent) enrolled in the instructional strategies program. More than sixty participants elected to continue their professional development activities through independent study upon returning to their local districts as a direct outgrowth of the seminar. Twelve additional teachers attended for one to four days of the 1977 Professional Growth Week Seminar.

June 5-9, 1978, the Center for Vocational, Technical and Adult Education and the Department of Industrial Teacher Education, UW-Stout, conducted the sixth Professional Growth Week at UW-Stout. One hundred fifty-nine vocational instructors attended the seminar. All participants were enrolled for competency based vocational education with individually selected learning activities. More than thirty participants elected to continue their professional development activities through independent study upon returning to their local districts as a direct outgrowth of the seminar.

June 4-8, 1979, the Center for Vocational, Technical and Adult Education and the Department of Industrial Teacher Education, UW-Stout, conducted the seventh Professional Growth Week at UW-Stout. One hundred fifty-one vocational instructors attended the conference. All participants

were enrolled for performance based vocational education with individually selected learning activities included. More than one-third of the participants elected to continue their professional development activities through independent study upon returning to their local districts as a direct outgrowth of the seminar.

June 2-6, 1980, the Center for Vocational, Technical and Adult Education, and the Department of Industrial Teacher Education, UW-Stout, conducted the eighth Professional Growth Week at UW-Stout. Ninety-seven vocational instructors attended the conference. All participants were enrolled for individualized vocational instruction with individually selected activities included. More than one-third of the participants elected to continue their professional activities through independent study upon returning to their local districts as a direct outgrowth of the seminar.

The one-week seminar early in June was the preferred length and fell in the perferred time period for in-service seminars of this type. (The information on preferred time periods and lengths of seminars was collected in seven previous professional development surveys conducted by the Center for Vocational, Technical and Adult Education.)

A need to hold future professional growth in-service workshops at UW-Stout was exhibited by the numbers of interested vocational instructors, as indicated on participant response sheets.

CHAPTER II

PROGRAM AND PROCEDURES

Establishing the Learning Activities and Preparing the Proposal for Funding

The original concept of the Professional Growth Week seminar was developed by Mr. Doyle E. Beyl, Mr. Clifford Zenor, And Mr. Roland Krogstad of the Wisconsin Board of Vocational, Technical and Adult Education and the staff of the Center for Vocational, Technical and Adult Education at the University of Wisconsin-Stout. Revisions and additions were made each year based on evaluations of previous Professional Growth Weeks. The proposal was then fully developed and submitted by the University of Wisconsin-Stout. The Wisconsin Board of Vocational, Technical and Adult Education accepted the proposal for funding.

The overall thrust of Professional Growth Week was heavily determined by the Reassessmert of Professional Development Survey (Jarvis and Nelson, 1973, mimeographed); a followup survey conducted by Clifford Zenor, curriculum consultant for the Wisconsin Board of Vocational, Technical and Adult Education; and a VTAE Instructor Needs and Interest Survey (Duane Johnson, 1973-79). The VTAE teachers indicated a need for (a) individualization of instruction, (b) instructional strategies, and (c) humanizing education. A telephone conference was held in December, 1979 including representatives from the Wisconsin State Board for Vocational, Technical and Adult Education; the Center for Vocational, Technical and Adult Education, UW-Stout, and the Industrial Teacher Education Department, UW-Stout. The site selection and program topics were agreed on at that time.

Selecting the Staff

Because of the wide variety of learning activities, it was necessary to identify fourteen individuals in order that the total range of learning activities could be presented. The staff consisted of individuals from VTAE districts, the Wisconsin Board of Vocational, Technical and Adult education, and the University of Wisconsin-Stout. Consultants and guest speakers assisted in specialized areas related to special programs, ongoing mediated individualized programs and followup study for participants.

The content of each presenter was guided by the parameters related to the conference theme of performance based vocational education. The project director personally contacted every presenter to help define those parameters. Also, the presenters communicated with each other individually and in groups to eliminate duplication and voids in the total learning activities. (Selected materials used in the programs are presented in the appendices.)

The program including presenters, was as follows:

THEME: INDIVIDUALIZING VOCATIONAL INSTRUCTION

Monday, June 2:

10:30 - 12:00	Registration.	Staff
12:00 - 1:00	Lunch	
1:00 - 1:05	Introductions and Welcome	Duane Johnson
1:05 - 1:15	Introduction of Keynote Speaker	Dr. Swanson
1:15 - 2:00	Keynote Address	Dr. Sorensen
2:00 - 2:15	Overview of the Conference.	Duane Johnson
2:15 - 3:15	Individualizing Instruction	Harlyn Misfeldt
3:15 - 3:30	Break	
3:30 - 4:30	Mastery Learning (Concept and Utilization).	Gail Misfeldt
5:30 - 6:00	Picnic	

Tuesday, June 3:

8:30 - 9:00	Occupational Updating	Dick Gebhart
9:00 - 10:30	Occupational Updating by Subject Area	
	-General Related Subjects	Allen Hilgendorf
	-Trade and Industry	Dick Gebhart
	-Health Occupations	Harlyn Misfeldt
	-Business and Office Occupations. . . .	Gail Misfeldt
	-Ag., Dist. Ed., Home Ec., Other. . . .	Neal Prichard

Tuesday, June 3 (continued)

10:30 - 10:45	Break	
10:45 - 12:00	Learning Assessment Centers. . . . . (Def.-Location-Function)	Harold Halfin
12:00 - 1:00	Lunch	
1:00 - 3:00	Resources for Individualizing Instruction	Gail Misfeldt Allen Hilgendorf
3:00 - 3:15	Break	
3:15 - 4:30	Avoiding Sex-Role Stereotyping	Fran Holman
7:00 - 8:30	Mediated Individualized Instruction in Practice.	William Mamel and James Marshall

Wednesday, June 4:

8:30 - 9:30	Competency Based Instruction	Neal Prichard
9:30 - 10:30	Developing Instructional Packets. . . .	Gail Misfeldt and Harlyn Misfeldt
10:30 - 10:45	Break	
10:45 - 12:00	Developing Instructional Packets by Subject Areas	
	-General Related Subject	Allen Hilgendorf
	-Trade and Industry.	Dick Gebhart
	-Health Occupations.	Harlyn Misfeldt
	-Business and Office Occupations	Gail Misfeldt
	-Ag., Dist. Ed., Home Ec., Other	Neal Prichard
12:00 - 1:00	Lunch	
1:00 - 3:00	Developing Instructional Packets (cont'd)	
	-General Related Subjects.	Allen Hilgendorf
	-Trade and Industry.	Dick Gebhart
	-Health Occupations.	Harlyn Misfeldt
	-Business and Office Education	Gail Misfeldt
	-Ag., Dist. Ed., Home., Other.	Neal Prichard
3:00 - 3:15	Break	
3:15 - [illegible]	Developing Instructional Packets (cont'd) (Considerations for Special Needs [illegible]ents)	Sue Schmidt
4:30 - 5:30	Indep[illegible]ent Study Registration	Duane Johnson

Thursday, June 5:

8:30 - 9:30	Software and Hardware for Mediating Instruction.	Allen Hilgendorf
9:30 - 12:00	-Using Television--General Related, Ag	Harlyn Misfeldt
	-Using Transparencies--T & I, Dist.Ed.,	Gail Misfeldt
	-Computer Applications--(CAI)	Allen Hilgendorf
	-Using Video Tape--Health Occupations Home Economics.	Dick Gebhart
	-Using Slides--Business and Office Occupations	Neal Prichard
12:00 - 1:00	Lunch	
1:00 - 3:30	-Using Television, T & I, Dist. Ed., . .	Harlyn Misfeldt
	-Using Transparencies, Gen. Related and Ag.	Gail Misfeldt
	-Computer Applications--(CAI)	Allen Hilgendorf
	-Using Video Tape--Business & Office Ed., Other.	Dick Gebhart

Thursday, June 5, (continued)

1:00 - 3:30 (continued)	-Using Slides--Health Occupations, Home Economics	Neal Prichard
3:30 - 4:30	Mediating Instruction-Questions/ Answers	Staff

Friday, June 6:

8:30 - 9:30	Open-Entry/Open-Exit Concepts	Neal Prichard
9:30 - 10:30	Implementing Open-Entry/Open-Exit (considering workforce productivity, and special needs students)	
	-General Related Subjects	Allen Hilgendorf
	-Trade and Industry	Dick Gebhart
	-Health Occupations	Harlyn Misfeldt
	-Business and Office Occupations. . . .	Gail Misfeldt
	-Ag., Dist. Ed., Home Ec., Other. . . .	Neal Prichard
10:30 - 10:45	Break	
10:45 - 11:45	Providing VTAE Students Guidance and Counseling.	Counselor Panel
11:45 - 12:00	Conference Wrap-Up Activities	Doyle Boyl Duane Johnson
12:00 - 1:00	Open Time	
1:00 - 1:30	Conference Evaluation	Staff
1:30 - 2:00	Certificate Presentations	Staff

Contacts With the Districts

Dr. Robert P. Sorensen, State Director of the Wisconsin Board of Vocational, Technical and Adult Education contacted the Director of each VTAE district through Communication Bulletin 80-81. Dr. Sorensen requested that each district submit the names of at least ten VTAE instructors and alternates who would attend Professional Growth Week-1980 to the project director on an application for participation. This letter also described the learning activities of the conference, as well as explaining that housing, food and travel expenses would not be reimbursed. Application blanks for enrollment were included along with the communications bulletin. (Dr. Sorensen's communication bulletin to the districts and the application blanks for enrollment are in Appendix A.)

Project Evaluation

To evaluate Professional Growth Week-1980 and to enable the staff at the Center for Vocational, Technical and Adult Education to improve future in-service seminars, four instruments developed during previous Professional Growth Week projects were revised and utilized: (a) Participant's Application Sheets, (b) Pre-test/Post-test, (c) Participant's Opinionnaire for Professional Growth Week and (d) Presenter's Opinionnaire for Professional Growth Week. (A copy of each of these four instruments is in Appendix B.) Based on results from previous workshops these instruments provided information that was very helpful in providing an agenda which met the needs of the participants. These instruments also provided a method of comparison for Professional Growth Week-1980 with the Professional Growth Weeks held previously.

Participant's Response Sheet

The Participant's Application sheets provided data on five important aspects: (a) participant's address and VTAE district, (b) the participant's

major area of teaching (academic subjects, agriculture, business and office occupations, distributive education, health occupations, home economics, trade and industry, and other), (c) the number of college credits in professional education courses that the participant had earned within the two previous years, (d) the participant's highest level of education attainment, and (e) previous Professional Growth Week projects attended. This information provided a profile of the participants attending Professional Growth Week and indicated the level of instruction most suitable to the group. Any change in the group profile from the previous years could also be noted.

Pre-Test and Post-Test

The pre-test consisted of four multiple choice items and twenty-six true-false items related to sessions which were presented during the seminar. Presenters were asked to submit content outlines related to their presentation. The project director developed the pre-test and post-test from this information. The pre-test instrument was administered as a part of the registration procedure on the first morning of Professional Growth Week-1980. All pre-test items were related to mediated individualized vocational education sessions conducted during the workshop.

The post-test consisted of the same test questions which were contained in the pre-test. (Pre-test and post-test are shown in Appendix B.)

To determine the probability that real learning took place a t-test for gain was performed on the gain scores. (Pre-post test statistical results are shown in Chapter III.)

Participant's Opinionnaire for Professional Growth Week

This instrument consisted of twelve Likert-type items and three open-ended response items. This instrument was designed to elicit honest opinions from each participant concerning Professional Growth Week-1980. The opinionnaires

were completely anonymously to enable the participants to be compietely honest in their evaluation of the seminar. The areas in which the seminar staff felt they needed feedback from participants included seminar content, registration fee, seminar schedule, location of seminar, media equipment and procedures, assistance from staff and university credit.

The three open-ended items, following the Likert-type items, allowed each participant to indicate those events he: (a) liked most, (b) liked the least, and (c) suggestions for improvement. Also, participants were encouraged to make additional comments and suggestions about Professional Growth Week-1980. Each participant completed this opinionnaire during the last conference session attended.

Presenter's Opinionnaire for Professional Growth Week

This instrument consisted of eight Likert-type items and three open-ended response items. This opinionnaire, as in the Participant's Opinionnaire, was designed to elicit honest reactions from the presenters. It was completely anonymously at the end of Professional Growth Week activities. The areas included in the opinnionaire include realization of needs of vocational educators, new insights into goals of vocational education, acquaintance with the staff at the Center for Vocational, Technical and Adult Education, enjoyment of presenting at the seminar, and their desire to present at future conferences. Like the Participant's Opinionnaire, the Presenter's Opinionnaire included three open-ended responses: (a) "What did you like most about your experience with Professional Growth Week?" (b) "What did you like least about your experience with Professional Growth Week?" and (c) "Additional suggestions for improvements."

VTAE Instructors' Needs and Interests

This instrument consisted of a listing of twenty competency areas to which participants responded to in relationship to their needs and interests.

Each competency area had space provided for checking needs as none, some, and great; and interests for each competency as none, some, and great.

The areas included in the needs and interests survey included: Curriculum Development Systematic Approach, Program Needs Analysis for VTAE Programs, Goal setting for Personal Goals, Task Analysis for VTAE Programs, Determining Competencies from Task Analysis, Mediating Instruction with AV, Computer, etc., Computer Applications, Methodology, Individualization of Instruction, Humanizing Education, Learning Environment Effects on Instruction, Micro-teaching using Video Tape, Learning and Teaching Styles, Principles or Philosophy VTAE, Career Education Concepts and Motivating Students.

Data from the participants' and presenters' opinionnaire from prior Professional Growth Week projects were helpful in planning and conducting Professional Growth Week-1980. These data will in turn be of considerable worth, along with participants' needs and interests survey, when planning future seminars.

CHAPTER III

OUTCOMES OF THE PROFESSIONAL GROWTH WEEK SEMINAR

Description of the Participants

The teachers participating in the Professional Growth Week Seminar came from the thirteen vocational-technical districts in the State of Wisconsin, circuit instructors and social services instructors. One participant was a WBVTAE staff member. All occupational areas and general education were represented. Table III-1 gives the number and percent of teaching assignments of the participants who attended Professional Growth Week-1980. Trade and industry instructors were the most numerous (27%) with health occupations (19%) and business and office occupations (14%) the next largest groups of teachers in the seminar. A comparison of these statistics with the data in "The Reassessment of Wisconsin's Professional Staff Development for Vocational Education " (Jarvis and Nelson, 1972, Chapter IV, p. 190) revealed that the proportion of teachers from each occupational area and general education was very similar to that found in the total VTAE system. The numbers in trades and industry occupations and health occupations reflects the growth of these programs in the VTAE districts. The number listed as other (16%) indicates an increase in programs within VTAE districts. Table III-2 presents a comparison with previous PGW conferences. A comparison of these statistics with Professional Growth Week conferences revealed that the proportion of teachers from each occupational area and general education from year to year was similar. (Table III-2 presents this comparison.)

For Professional Growth Week I (1973), of participants in attendance, 48 (61%) were male and 30 (39%) were female.

For Professional Growth Week II (1974), of those in attendance, 98 (67%) were male and (33%) were female. This represented an increase in the percent of make participants attending Professional Growth Week I by 6%.

In 1975, of participants in attendance, 116 (70%) were male and 49 (30%) were female. This represented an increase of 3% in male participants. These figures exhibited a slight increase in the percent of male participants for each prior year.

In 1976, the participants of Professional Growth Week included 90 males (54%) and 63 females (41%). This represented a decrease in male participants of 11% as related to the previous year.

In 1977, the participants of Professional Growth Week included 87 (60%) males and 58 (40%) females. This represented a slight increase in male participants over the previous year. Of the 145 participants enrolled, 133 attended for the entire week, 12 participants attended from one to four days.

In 1978, the participants of Professional Growth Week included 109 (69%) males and 50 (31%) females. This represented a 10% increase in male participants over the previous year. Of the 160 participants enrolled, 159 stayed for the entire week.

In 1979, the participants of Professional Growth Week included 96 (63%) males and 56 (37%) females. This represented a 6% increase in female participants enrolled over the previous years. Of the 151 participants enrolled, 151 stayed for the entire week.

In 1980, the participants of Professional Growth Week included 61 (63%) males and 36 (37%) females. This represented the same percentage of males and females as enrolled during the previous year. Of the 97 participants enrolled, 94 stayed for the entire week.

Over the past eight years the male/female percentages have remained quite consistent from year to year.

Table III-1

Teaching Assignments of the Participants
Who Attended Professional Growth Week-1980

Teaching Area	No.	Percent*
Academic Subjects	12	12
Agriculture	4	4
Business and Office Occupations	14	14
Distributive Education	6	6
Health Occupations	18	19
Home Economics	2	2
Trade and Industry	26	27
Other	15	16
Not reported	0	0
TOTALS:	97	100

*Percent is rounded off to nearest whole number.

Table III-2

A Comparison of Teaching Assignments Between Wisconsin VTAE Teachers Professional Growth Week (1973), (1974), (1975), (1976), (1977), (1978), (1979), and Professional Growth Week 1980 Participants

Teaching Area	PGW (1973) No.	%*	PGW (1974) No.	%*	PGW (1975) No.	%*	PGW (1976) No.	%*	PGW (1977) No.	%*	PGW (1978) No.	%*	PGW (1979) No.	%*	PGW (1980) No.	%*
Academic Subjects	18	23	30	20	27	17	29	19	30	21	30	19	22	15	12	12
Agriculture	4	5	4	3	7	4	3	2	6	4	4	3	7	5	4	4
Business and Office Occupations	14	18	20	14	17	10	24	16	20	14	17	11	13	8	14	14
Distributive Education. .	1	1	2	1	4	3	2	1	7	5	5	3	8	5	6	6
Health Occupations. . . .	12	15	15	10	21	13	35	23	19	13	23	14	25	17	18	19
Home Economics.	5	6	11	8	7	4	8	5	8	5	8	5	8	5	2	2
Trades and Industry . . .	22	28	49	34	50	31	40	26	29	20	61	38	40	26	26	27
Other	2	3	10	7	19	12	11	7	22	15	11	7	21	14	15	16
Not Reported.			5	3	10	6	1	1	5	3	0	0	7	5	0	0
Totals	78	99	146	100	165	100	153	100	145	100	159	100	151	100	97	100

*Percent is rounded to nearest whole number.

Participants in this seminar indicated levels of educational preparation completed ranging from grade 12 through master's degree plus 30 semester credits. (Table III-3 presents the summary of the educational preparation of participants.) Table III-3 indicates the median level of educational preparation decreased when compared with the level of educational preparation indicated by participants of Professional Growth Week (1979). A gradual increase in the level of educational preparation was noted over the past seven year period. There were eleven participants (11%) who did not have an associate or bachelor's degree. There was a significant increase over previous years in the percent of participants having a bachelor's degree.

The average number of credits participants indicated as completed in professional education courses, such as teaching methods, curriculum development, etc., during the last two years was 6.5. This was an increase in the number of professional education credits completed as compared to 6 in 1979.

In summary, the teachers in the seminar appeared to be representative of the total population of teachers in the VTAE system in terms of the areas in which they taught and their education preparation. Approximately 64 percent (58) of the participants had not attended a previous Professional Growth Week.

Table III-3

Comparison of Educational Preparation Between
Professional Growth Week 1974, 1975, 1976, 1977, 1978, 1979, and 1980 Participants
by Percent

Education Level	Year:	1974	1975	1976	1977	1978	1979	1980
	Total Participants:	146	164	148	145	159	151	97
					Percent*			
Grade 12 or equivalent		5%	5%	5%	3%	5%	4%	11%
Associate degree or two year diploma		5%	5%	6%	8%	4%	1%	0%
Bachelor's degree or equivalent		25%	29%	21%	20%	19%	22%	31%
Bachelor's degree plus 15 semester credits		15%	12%	21%	19%	14%	14%	11%
					Median			
Master's degree		27%	27%	23%	24%	22%	30%	26%
Master's degree plus 15 semester credits		10%	9%	13%	17%	19%	17%	7%
Master's degree plus 30 semester credits		7%	4%	9%	3%	7%	4%	7%
Education Specialist degree		1%	1%	1%	1%	1%	1%	0%
Doctorate		0%	2%	1%	1%	1%	1%	0%
Not Reported		5%	6%	1%	4%	8%	6%	6%
		100%	100%	100%	100%	100%	100%	100%

*Percent is rounded to nearest whole number.

Results of the Participants' Opinionnaires

In order to determine the participants' reactions to various aspects of the seminar program, an opinionnaire was designed and submitted to the participants on the last day of the seminar for their reactions. Table III-4 presents a summary of the participants' opinions. The response to each statement was on a five point scale with 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, and 5 = strongly agree. Table III-4 presents the mean response to each statement. The reader will have to interpret this mean response in relation to the nature of each statement. For the items which the participants liked or thought were very valuable, a large mean will indicate a positive response. For those statements presented in the negative mode, in other words suggesting defects or deficiencies in the seminar (for example see item 7) a small mean will indicate positive responses on the part of the participants. Table III-4 also presents a summary of responses obtained on the three open-ended questions which asked the participants to indicate what they liked the most, what they liked the least, and additional comments and suggestions.

In summary, the results of the participants' opinionnaires indicated: (a) the registration fee concept was satisfactory, (b) the preferred location for the seminar was UW-Stout, (c) the conference participants were satisfied with the schedule of seminar activities, (d) there was appropriate group interaction, and (e) participants were very satisfied with the competency of the presenters. Participants also suggested that less structured content be included with more time for interaction, discussion and special topics. The results were very similar to results of previous years' conferences.

Table III-4
Results of Participants' Opinionnaires
Professional Growth Week 1980

Ratings:

1 = Strongly Disagree
2 = Disagree
3 = Uncertain
4 = Agree
5 = Strongly Agree

Statement	Mean Response
1. The registration fee concept was satisfactory	3.7
2. The preferred location of the seminar is UW-Stout	4.0
3. The conference schedule of activities was well designed	3.7
4. The topics in the program fit together to make a coherent program.	3.7
5. I was exposed to media equipment and media procedures which can be used to enhance my regular teaching assignment	3.6
6. There was sufficient opportunity for individualized discussions with the instructors.	3.6
7. There was a lack of group interaction	2.3
8. Providing university credit for the seminar was important to me	4.3

9. The preferred location of future conferences of this type would be....

   1. UW-Stout
   2. Rotate around the state
   3. Within VTAE district schools

10. The best thing about Professional Growth Week.....

   1. Interaction with other VTAE instructors
   2. Well organized activities and presentations
   3. Open discussion of problems and solutions available

11. The worst thing about Professional Growth Week.....

   1. Heavy workload for one week conference
   2. Too much theory
   3. Sex-stereotyping presentation out-of-context with conference theme.

12. For a future Professional Growth Week topic, I would suggest

   1. More in-depth activities connected with the theory
   2. Student stress, staff stress
   3. A free afternoon

Results of Presenters' Opinionnaires

Table III-5 presents a summary of the presenters' reactions to selected dimensions and experiences associated with the Professional Growth Week Seminar. Each presenter responded on the five point scale with 1 representing strongly disagree and 5 representing agree. The results indicated that the presenters enjoyed the experience of being able to interact and work with participants at the Professional Growth Week Seminar (items 4 and 8). Many of them also indicated that they became better acquainted with vocational, technical and adult education and educators in Wisconsin (items 1, 2, and 5). This is especially noteworthy since several of the presenters had already had extensive contact with the VTAE system prior to this seminar. Table III-5 also presents a summary of the responses to the three open-ended statements which ask for the presenters' suggestions and comments.

In summary, the presenters gave a very positive reaction to the seminar and the opportunity to interact with vocational-technical teachers.

Table III-5
Results of Presenters' Opinionnaires
Professional Growth Week 1980

Ratings:

1 = Strongly Disagree
2 = Disagree
3 = Uncertain
4 = Agree
5 = Strongly Agree

Statement	Mean Response
1. I became more aware of the needs of vocational educators	5
2. I acquired new insights into the goals of vocational education in Wisconsin	3
3. I became acquainted with instructional techniques which were new to me	4
4. I became better acquainted with the goals related to in-service education for vocational education teachers	4
5. I became better acquainted with staff representing Wisconsin Vocational, Technical and Adult Education districts.	4
6. I enjoyed this experience of presenting at the Professional Growth Week workshop.	5
7. I would like to be a presenter at future in-service workshops.	5
8. I found the audiences to be very receptive to the presentations.	5

The following are typical responses to what the presenters liked most:

1. Interaction with the participants
2. Involvement of special needs curriculum considerations.
3. Hearing about new and unique VTAE programs.

The following are typical responses to what the presenters liked least:

1. Attendance did not seem to be voluntary.
2. Refreshment line could be staggered by time breaks.
3. One week is not enough time.

The following are typical responses from presenters to the statement asking for suggestions for future Professional Growth Weeks:

1. Session on coping with stress.
2. Shorter sessions for small groups.
3. Involve all participants in all conference sessions.

VTAE Instructors' Needs and Interests

The VTAE Instructors' Needs and Interests Survey related to selected competencies of vocational teachers contained a wide range of responses. (See Table III-6)

Competencies which ranked highest (great) on the needs rating included: methodology for competency based education, individualizing education, motivating students, and humanizing education. Competencies which ranked highest (great) on the interest ratings included: mediating instruction, humanizing education and motivating students. The majority of VTAE instructors responding to the needs and interest survey indicated some need and interest in each competency area listed.

Competencies which ranked lowest (none) on the needs rating included: program needs analysis for VTAE programs, principles or philosophy VTAE and career education concepts. Competencies which ranked lowest (none) on the interests rating included: program needs analysis for VTAE programs, principles or philosophy VTAE and working with exceptional students. These results were similar to a similar survey conducted in previous years.

Table III-6 gives the complete summary of the results of the needs and interests survey.

Table III-6

VTAE Instructors' Needs and Interests Survey Related to
Selected Competencies for Vocational Teachers
Professional Growth Week 1980

Skill or Competency Areas	*Needs by Percent			*Interests by Percent		
	None	Some	Great	None	Some	Great
1. Curriculum Development Systematic Approach	6	66	24	6	60	33
2. Program Needs Analysis for VTAE Programs	15	63	15	15	60	15
3. Goal Setting for Personal Goals	15	45	24	6	63	30
4. Task Analysis for VTAE Programs	12	48	36	15	45	39
5. Determining Competencies from Task Analysis	6	51	39	9	42	42
6. Mediating Instruction with AV, Computer, etc.	15	45	39	21	42	39
7. Computer Applications	34	42	21	30	42	27
8. Methodology for Competency Based Education	6	39	45	6	48	45
9. Individualization of Instruction	9	45	39	9	48	37
10. Humanizing Education	9	51	33	6	51	42
11. Learning Environment Effects on Instruction	6	54	27	12	51	36
12. Micro-teaching Using Video Tape	21	54	21	15	54	21
13. Learning and Teaching Styles	9	54	30	18	48	32
14. Principles or Philosophy VTAE	55	30	9	51	36	12
15. Career Education Concepts	30	55	15	24	54	21
16. Motivating Students	6	24	69	3	30	66
17. Working with Exceptional Students	31	48	21	39	45	15
18. Records and Filing Systems for Teachers	34	39	24	33	41	24
19. Cognitive Mapping of Students	15	42	33	18	41	39
20. Curriculum Articulation	21	45	30	34	39	21

*Some participants omitted specific items so percent does not always equal 100. (Rounded to nearest percent.)

Results of the Pre- and Post-test

A cognitive test was developed for the seminar. Staff members involved in the seminar contributed items related to their presentation. These items were reviewed for format and placed in one test. This complete test was given during the registration session of the seminar, (Pre-test), and the test was given again at the closing sessions (Post-test).

The average percentage score for the pre-test was 78% and the average percentage score for the post-test was 84%. The average percentage gain score (post-test minum pre-test) was 6%.

Appendix B contains a copy of the pre- and post-test with answer key. Participants completed all questions on both the pre-test and post-test. The range of pre-test scores was from 57% to 93% indicating a considerable variability in the amount of knowledge related to the objectives of the seminar. The pre-test contained thirty items, and the pre-test mean score represented approximately 78% correct answers. The post-test mean scores represented 84% correct answers. The range of post-test scores was from 67% to 97%. Application of the t-test of the differences to these data revealed a statistically significant gain in knowledge at the .05 level (Scheffe's Post-Hoc comparison).

In order to facilitate the collection of the cognitive test data, all the cognitive items were put together in one form for the pre-test. Thus, the percentage gains noted provides a reasonably accurate estimate of the attainment in terms of the general objectives for the group. The seminar staff felt that the content and learning experiences were valid and relevant, and that participants demonstrated considerable growth in knowledge and satisfaction from their learning experiences.

Post Seminar Impacts

Approximately one-third of the participants in the Professional Growth Week 1980 Seminar signed up for independent study related to topics discussed in the Professional Growth Week 1980 Seminar. The independent study is to be completed during the 1980-81 summer and academic school year. The Center for Vocational, Technical and Adult Education Staff and Industrial Teacher Education staff have had contact with a number of these teachers during the prior academic school year (1980-81). A large variety of applications of Professional Growth Week content related to mediating individualized vocational education are being made through independent study.

Several vocational, technical and adult education administrators have commented directly to CVTAE staff and Industrial Teacher Education staff that the participants in the seminar from their district came back with a lot of new ideas and indicated they would be implementing the new ideas. Moreover, a number of the participants have asked whether they could attend a Professional Growth Week Seminar in June 1981. Thus, it would appear that the Professional Growth Week Seminar not only had a cognitive impact, but an affective one.

Summary of Outcomes

The ninety-seven participants were representative of both the educational attainment level and teaching areas of the instructor population in the Wisconsin vocational, technical and adult education institutions. The seminar served the total range of teachers rather than just a select sub-population.

The pre-test, post-test gain score of 6% indicates that significant learning did occur. Results of evaluation instruments and informal discussions indicated that the workshop was very effective in relationship to the affective doman. The participants, during informal conversation, expressed

the feeling that they were acquiring significant articulation and teaching techniques and knowledge which they will implement in their schools. The gain scores (pre-test and post-test) achieved by participants indicated: (a) a sincere effort on the part of the participants to acquire new knowledges and skills during the Professional Growth Week Seminar, and (b) the responses to the design, conduct and site of the seminar were very positive. In addition, a number of worthwhile suggestions were obtained in regard to improving the content and design of a similar seminar for June 1981.

The results of the Participants' Opinionnaires indicated that the participants were well satisfied with Professional Growth Week. Throughout the week, in their own conversations, the participants expressed gratification and satisfaction for the learning activities.

In general, the participants felt that they were experiencing relevant in-service education. Examples of topics included: (a) identification of competencies, (b) individualizing vocational education, (c) mediating vocational education, (d) mastery evaluation and open-entry/open-exit concepts.

The Presenters' Opinionnaire indicated that the presenters were pleased with the conference. Informal conversation with the presenters indicated a very positive attitude toward Professional Growth Week. The presenters also enjoyed the informal interaction with the participants. Both the formal and informal interaction between the presenters and participants allowed for an exchange of information and feelings which will be beneficial to Vocational, Technical and Adult Education in Wisconsin and UW-Stout.

CHAPTER IV

RECOMMENDATIONS

The following recommendations are based on the results of informal interaction and the formal data gathering process;

1. Provide for project topic followup activities to be coordinated and conducted within each district following the project as part of an ongoing in-service education plan for VTAE instructors throughout the year.

2. Continue to hold the June seminar on the University of Wisconsin-Stout campus and use VTAE schools for one day drive-in followup mini-seminars on specific sub-topics during the school year.

3. Retain the opportunity for interaction for instructors from the various VTAE districts with each other, staff members, and consultants.

4. Continue and expand this project to provide more VTAE instructors with direct benefits of this type of in-service which is exhibited their classrooms and laboratories with the least amount of lag time and has direct benefit to all VTAE students, not just a limited sub-group.